



## Teachers Views On Variations At Organization Structure Of National Education

Yasemin Ayyıldız<sup>1</sup>, Ali Haydar Şar<sup>2</sup>, Abdullah Işıklar<sup>3</sup>

<sup>1</sup>Rostow IMBL University, Russia, <sup>2</sup>Sakarya University, Turkey, <sup>3</sup>Erciyes University Turkey

### ARTICLE INFO

#### Article History:

Received 04.01.2015

Received in revised form  
22.05.2015

Accepted 16.04.2015

Available online

01.05.2015

### ABSTRACT

The aim of this study is to examine how the changes occurred at national education organization structure are perceived by teachers according to gender, professional career and the institution which schooling grade the teachers work. The study was carried out with the correlational research method. According to results obtained in study; It's found that Gender parameter has shown significant difference on deciding organizational need and evaluating organizational variations of Organization Structure of National Education. It's observed that there is no significant difference on planning, applying and philosophical aspects of Organizational Variation At National Education Organizational Structure, there exist significant difference at variable of Professional seniority and this variation was observed for the teachers who have 1-5 and 16-20 years' service period. It's observed that there is no significant difference on planning, applying and philosophical aspects of Organizational Variation At Organization Structure of National Education, there exist significant difference at variations of organization structure of National Education, there exist significant difference on planning and evaluating organizational variation according to school type and this difference is found between primary and high school teachers. It's found that there is no significant difference on planning, applying and philosophical aspects of Organizational Variation.

© 2015IJPES. All rights reserved

Keywords:

Education, Variation, Organization, National Education

### INTRODUCTION

Every country has social systems responsible for sustaining the order of social life in accordance with economic, social, cultural, technological and scientific changes. Educational systems that are responsible for raising qualified manpower necessary for the management of these social systems are affected by country's own social dynamics as well as variations in several areas such as scientific and technological developments and globalization, international and political formations. Therefore, every country makes an effort to adapt its educational system into these variations occurred in various areas (Gizir, 2008).

Change in social structure compel institutional organizations by affecting qualities, opinions on political-social and cultural phenomena and events, manufacturing types and therefore relationships of manufacturing and property of individuals who play a role in the organizations of that society, their

<sup>2</sup> Corresponding author's address: Sakarya University Faculty of Education, Sakarya, Turkey

Telephone: +90 264 295 7175

e-mail: [asar@sakarya.edu.tr](mailto:asar@sakarya.edu.tr)

<http://dx.doi.org/10.17220/ijpes.2015.02.002>

achieved technological level, the laws they abide by and the political order they live in. In addition, demographic and ecological (environmental) circumstances affect the organizational structure in terms of change (Özyılmaz, 2013).

As a result of all these interactions, structure in the institutions (institutional framework and relationship network formed by the individuals at the institution) starts to change naturally and gradually in spite of certain resistances. However, this change which started naturally or by itself sometimes cannot adapt to the social change or happens not to meet the emergent need. Meanwhile, some actors reorganize both the framework of the institution and target, content and "structure" of that institution in a planned and programmed way in parallel with the social change and in a way that can meet the emergent social need; that is called "Reconstruction" (Özyılmaz, 2013).

Educational systems are criticized by falling behind the society almost all over the world. Variations in the educational system and the working of schools should stem from the nature of education and the specific conditions of schools. Serving as "an Architecture of Change" for the educational leaders, providing opportunity and capacity are the most important points in educational change. Teachers are disturbed by individuals who give lecture to them about change although they have no or very little information on what they do (Özden, 2005).

There were comprehensive changes in Turkish educational system in 2012. Radical changes were made in the structure and duties of the ministry with Decree Law No. 652 and in the educational system with Elementary and Educational Law No. 6287 and law concerning the change in certain laws.

Changes made in the central organization the ministry with Decree Law No. 652 had been anticipated by educational community and public. However, changes called "4+4+4" made with the law no. 6287 in the educational stages altered the system radically. Changes such as Project Fatih, reconstruction of secondary education, vocational education, education of teachers lasted one day. Radical decisions concerning the education of teachers and Pedagogical Formation lasted for only one week. The educators have been doing projects after projects without focusing. The enigmatic issue of Age 5 is yet to be solved; were the program, capacity of teacher, physical infrastructure inquired thoroughly? (Özdemir, 2012).

Innovative strategies applied by the organizations, the features of the environment they are within, the leadership style within the organization, way of internal and external communication of the organization, the organization norms are possible if only customer satisfaction and the expectations are met (Kabakçı, 2008).

In a social structure such as education in which planned changes and institutionalization is so hard to get, it is very hard to foreseen how these regulations will result in future. However, the structure and operation of the educational system must be run according to this changed, new legal framework. The roles and responsibilities of directors have increased even more within this structure. In our country where a consistent tradition of raising educational directors could not been adopted, urgent issues may prevent the important issues. We seem to have left the solution to time among many dilemmas. Will the picture be completed over time? Or will it be devastated? (Özdemir, 2012).

The aim of this study is to examine how the changes occurred at national education organization structure are perceived by teachers according to gender, professional career and the institution which schooling grade the teachers work.

## **METHOD**

### **Participants**

The population of the research consists of the teachers who serve at central primary, secondary and high schools affiliated with the Ministry of National Education in Gebze, Kocaeli. For the sample, total 287 teachers - 162 of them are females, 125 of them are male- were chosen randomly with

cluster sampling method from 8 primary schools (33%), 8 secondary schools (33%) and 4 high schools (34%).

## Instrument

### Organizational Variation Scale

Survey of organizational change is composed of two sections: In the first section, there are questions concerning the parameters such as gender, professional seniority, branch, type of school, etc. The second section includes question concerning the determination of teachers' opinions on organizational change. Teachers are asked to choose one of the following answers: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

Ranges of participation degree were calculated with  $n-1/n$  formula. As a result, the range between 1 and 5 was calculated to be 0.8. Content validity scale was used for the validity of the scale. Content validity is to determine according to expert opinion whether the items of measuring tool are suitable for the tool, whether it represents the area to be measured. The scale items were examined, and necessary changes were made in accordance with the expert opinion.

The reliability of the scale was calculated in two stages, pilot study and actual study, by Tanrıoğen and Kurşunoğlu who developed the scale. The results obtained during the actual execution of the research, Reliability Coefficient for the Whole Survey is Alpha Cronbach 0.94.

### Analysis of Data

SPSS (Statistical Package for Social Sciences) software package was used for the analysis of the data. Statistical methods such as standard deviation, t-test, Anova test was used to answer the sub problems of the research.

## Results

Teachers' opinions on changes in the organizational structure of National Education differs according to their gender, educational stages and professional seniority.

**Table 1. t-test results about the changes in the organization structure of National Education**

Organizational Variation Scale	Gender	N	$\bar{X}$	Ss	t	p
Determination of the need	Female	162	32.93	4.33	2.226	0.027
	Male	125	31.75	4.60		
Planning	Female	162	82.22	9.39	-0.749	0.455
	Male	125	83.09	10.26		
Application	Female	162	37.59	4.68	1.378	0.169
	Male	125	36.86	4.22		
Assessment	Female	162	36.74	3.90	-2.145	0.033
	Male	125	37.95	5.65		
Philosophy	Female	162	51.20	5.82	1.305	0.193
	Male	125	50.35	4.90		

When Table 1 is examined, it is seen that the following score averages for the sub dimensions of the participant female teachers' opinions on the change in the organizational structure of National Education are higher than male teachers':  $\bar{X}$ =32.93 for determination of the need,  $\bar{X}$  = 37.59 for the application and  $\bar{X}$  =51.20 for the philosophy. Accordingly, it is seen that the following score averages for the male teachers' opinions on the organizational change are higher than female teachers'  $\bar{X}$ = 83.09 for the planning and  $\bar{X}$  = 37.95 for the assessment.

The fact whether there is a significant difference between these score averages was tested with t-test. As a result of the analyses, it was found that there was no significant differences between female teachers' and male teachers' opinions on planning, application and philosophy dimensions of the organizational change; and a significant difference in the determination of the need for organizational change sub dimension ( $p<.027$ ) and assessment of the organizational change sub dimension ( $p<.033$ ).

**Table 2. Results of one way variance analysis concerning whether scores of assessment of the organizational variation sub dimension differ according to the professional seniority parameter**

Assessment of Organizational Variation			
Year of Professional Seniority	N	$\bar{X}$	Ss
1-5 years	81	35.89	0.490
6-10 years	97	37.52	0.457
11-15 years	37	37.65	0.968
16-20 years	33	39.61	0.671
21 years and above	39	37.18	0.797
Total	287	37.27	0.282

  

Source of Variance	K.T.	Sd	K.O.	F	P
Intergroup	346.060	4	86.515	3.955	0.04
Intragroup	6168.282	282	21.873		
Total	6514.341	286			

When Table 2 is examined, it is seen that there is a significant difference between the score averages of the assessment of the organizational variation sub dimensions for the participant teachers ( $p<.04$ ). "Scheffe Test" to find between which groups this difference is is given in Table 4.12.

**Table 3. Results of Scheffe Test comparison which shows the source of the significant difference of scores of the assessment of the organizational variation sub dimension according to the professional seniority parameter**

DIMENSION	SENIORITY (I)	SENIORITY (J)	AV. DIFF. (I-J)	Ss	p
Assessment of Organizational Variation	1-5 years	6-10 years	-1.627	0.704	0.257
		11-15 years	-1.760	0.928	0.465
		16-20 years	-3.717*	0.966	0.006
		21 years and above	-1.291	0.912	0.735
	6-10 years	1-5 years	1.627	0.704	0.257
		11-15 years	-0.133	0.904	1.000

DIMENSION	SENIORITY (I)	SENIORITY (J)	AV. DIFF. (I-J)	Ss	p
		16-20 years	-2.091	0.943	0.298
		21 years and above	0.336	0.887	0.998
	11-15 years	1-5 years	1.760	0.928	0.465
		6-10 years	0.133	0.904	1.000
		16-20 years	-1.957	1.120	0.550
		21 years and above	0.459	1.073	0.995
	16-20 years	1-5 years	-3.717*	0.966	0.006
		6-10 years	2.091	0.943	0.298
		11-15 years	1.957	1.120	0.550
		21 years and above	2.427	1.105	0.310
	21 years and above	1-5 years	1.291	0.912	0.735
		6-10 years	-0.336	0.887	0.998
		11-15 years	-0.459	1.073	0.995
		16-20 years	-2.427	1.105	0.310

When Table 3 is examined, there is a difference between teachers with service time of 1-5 years and 16-20 years ( $p < .006$ ).

**Table 4. Results of one way variance analysis concerning whether scores of planning of the organizational variation sub dimension differ according to the educational stage parameter**

Planning of Organizational Variation				
School Types	N		$\bar{X}$	Ss
Primary School	93		84.18	1.016
Secondary School	95		83.26	0.870
High School	99		80.46	1.065
Total	287		82.60	0.577

  

Source of Variance	K.T.	Sd	K.O.	F	P
Intergroup	726.175	2	363.088	3.878	0.022
Intragroup	26590.940	284	93.63		
Total	27317.115	286			

When Table 4 is examined, it is seen that the following scores were obtained for the planning of organizational variation sub dimension  $\bar{X} = 84.18$  for the primary school teachers,  $\bar{X} = 83.26$  for the secondary school teachers, and  $\bar{X} = 80.46$  for the high school teachers. The general average of the scores of organizational planning dimension was found to be  $\bar{X} = 82.60$ .

As a result of the statistical analyses, it is seen that there is a significant difference ( $p < .022$ ) between the educational stages for the planning of organizational change sub dimension. "Scheffe Test" to find between which groups this difference is is given in Table 4.16.

**Table 5. Results of Scheffe Test comparison which shows the source of the significant difference of scores of the planning of the organizational variation sub dimension according to the educational stages parameter**

DIMENSION	School Types (I)	School Types (J)	AV. DIFF. (I-J)	Ss	p
Planning of Organizational Variation	Primary School	Secondary School	0.920	1.412	0.809
		High School	3.718*	1.397	0.030
	Secondary School	Primary School	-0.920	1.412	0.809
		High School	2.799	1.390	0.134
	High School	Primary School	-3.718*	1.397	0.030
		Secondary School	-2.799	1.390	0.134

When Table 5 is examined, it is seen that teachers participated in the study for the sub dimension of "planning of the organizational change" are among primary school teachers and high school teachers according to the educational stages they are working at. It was determined that score average of primary school teachers ( $\bar{X}=84.16$ ) are higher than high school teachers'  $\bar{X}$  ( $=80.46$ ). As a result of the statistical analyses, it is seen that there is a significant difference ( $p < .022$ ) between primary school and high school among the educational stages for the planning of organizational change sub dimension.

**Table 6. Results of one way variance analysis concerning whether scores of assessment of the organizational variation sub dimension differ according to the educational stage parameter**

Assessment of Organizational Variation				
School Types	N		$\bar{X}$	Ss
Primary School	93		38.27	0.454
Secondary School	95		37.02	0.518
High School	99		36.57	0.477
Total	287		37.27	0.282

  

Source of Variance	K.T.	Sd	K.O.	F	P
Intergroup	147.781	2	73.89	3.296	0.038
Intragroup	6366.561	284	22.417		
Total	6514.341	286			

When Table 6 is examined, it is seen that the following scores were obtained for the assessment of organizational variation sub dimension:  $\bar{X}= 38.27$  for the primary school teachers,  $\bar{X} = 37.02$  for the

secondary school teachers, and  $\bar{x}$ = 36.57 for the high school teachers. The general average of the scores for the assessment of organizational change sub dimension was found to be  $\bar{x}$ = 37.27.

As a result of the statistical analyses, it is seen that there is a significant difference ( $p<.038$ ) between the educational stages for the planning of organizational change sub dimension. "Scheffe Test" to find between which groups this difference is is given in Table 7.

**Table 7. Results of Scheffe Test comparison which shows the source of the significant difference of scores of the assessment of the organizational variation sub dimension according to the educational stages parameter**

DIMENSION	School Types (I)	School Types (J)	AV. DIFF. (I-J)	Ss	p
Assessment of Organizational Variation	Primary School	Secondary School	1.248	0.69	0.197
		High School	1.703*	0.68	0.046
	Secondary School	Primary School	-1.248	0.69	0.197
		High School	0.455	0.68	0.799
	High School	Primary School	-1.703*	0.68	0.046
		Secondary School	-0.455	0.68	0.799

When Table 7 is examined, it is seen that teachers participated in the study for the sub dimension of "assessment of the organizational change" are among primary school teachers and high school teachers according to the educational stages they are working at. It was determined that score average of primary school teachers ( $\bar{x}$ =38.27) are higher than high school teachers' ( $\bar{x}$ =36.57). As a result of the statistical analyses, it is seen that there is a significant difference ( $p<.046$ ) between primary school and high school among the educational stages for the planning of organizational change sub dimension.

## CONCLUSION AND DISCUSSION

According to the results, it seems that there is a significant relationship between determination of the need for organizational variation and the assessment levels according to gender; between the professional seniority of teachers and the assessment of the organizational change; and between the educational stages at which the teachers work and the planning and assessment of the organizational change.

Kurşunoğlu (2006) found in the study on "Primary School Teachers' Attitudes towards Organizational Variation" that there is no significant difference between teachers' attitude towards organizational variation according to gender parameter. In present study, it was found that there is a significant difference between the determination of the need for organizational change and the assessment sub dimensions; therefore it does not support the study. It was found that there is no significant difference between their attitudes towards organizational variation according to the professional seniority parameter. In present study, it was determined that there is a significant difference between teachers who have 1-5 and 16-20 years' service period for the assessment of the organizational change. It does not support the study in terms of this dimension.

The fact that it was found that there is no significant difference for all parameters in terms of the philosophy of the organizational change in Tekin's (2012) organizational change survey used in the study supports our survey study. There is no significant difference in terms of the planning, application, assessment and philosophy of the organizational change for the professional seniority parameter. In our study, it was found

that there is a significant difference in terms of the assessment of the organizational change for all parameters. It does not support the study in terms of this dimension.

In the Akpınar and Aydın (2007) study, teachers find the changes in terms of constructivism in education positive and embrace the thought that they are reflected on the Turkish educational system. This actually shows that teachers who were brought up with the mentality of "behaviorist" education are not affiliated much with this approach. Moreover the fact that teachers find the changes occurred in education may mean that they are not content with the current educational mentality, and open to innovation. In our study, it was concluded that determination of the need for organizational change, its planning, application and philosophy are deemed well and supported in terms of organizational change. The results can be considered as that teachers respond to the organizational change well and support the change in education, and this result support the study by Akpınar and Aydın (2007).

According to the results of the analysis performed on the difference between having a learning organization in terms of individual, team and organizational dimensions and teachers' opinion in the study "Primary School Teachers' Opinion on a Learning Organization (2013), it was found that there are significant differences in terms of participation levels to be a learning organization according to gender, branch and service period. It was concluded that there is a difference between new and senior teachers in terms of service period, and they are open to learning. The fact that schools at which primary school teachers serve are highly the learning organizations and have low levels of hindrance status was considered as a positive development.

According to the results of our survey study concerning the changes in the organizational structure National Education, the fact that it was found there is no significant difference in the gender, seniority and educational stages of teachers in terms of the application and philosophy of the organizational variation support the results obtained from the organizational learning.

Özmen and Sönmez (2007) came to the conclusion in their study "Roles of Agents in the Educational Organizations during the Changing Period" that it is important for the success of the changing period that teachers are brought up as individuals who are open to innovations, sharing and collaborative about the change. The fact that majority of the parameters positively support in terms of determination of need for organizational change, its planning, application and philosophy also supports the study by Özmen and Sönmez (2007).

It can be concluded that it is important to determine the deficiencies in the analysis, provide trainings for needs and earn competence.

In the study by Yaman (2010), it was concluded that since the change, according to the results of "Changing Period" analysis is a process that can be realized in the leadership of top management and in accordance with their directives, distribution of information is not much important. In our survey study of organizational change, the fact that there is no significant difference in all parameters in terms of the application of organizational change supports this study.

In the study by Çalık (2003) about the change management in education, it was found that the success of the change in education highly depends on that teachers, students, directors and other related parties who are the participants of the change believe in change and participate in the changing period voluntarily. In our study, it was concluded that the change is desirable, and this supports this study.

In the study "Strategic Planning in Educational Management" by Ereş (2004), Education has a social responsibility that protects the interests of Turkish Society. Strategic decision making in education is primarily the responsibility of senior directors of education. Since the decision made will be related to the educational institutions, it is highly critical to be aware of the responsibility of this important duty. Educational institutions should be considered as whole in strategic decision making, and the meronymy should be taken into consideration. Educational directors should handle with a strategy as a concept instead of making daily decisions in strategic planning and identify the possible problems in achieving the goals before the application and take the necessary precautions. The decision makers should realize that today's problems stem from yesterday's solutions and reshape the decision making mechanisms. Because the structure of the system will be reshaped, individuals will act according to the structure and, maybe, try to



see the forest as whole instead of a single tree. Within this context, leverage is needed. The decision makers should see the structure in the foundation but the events and arrive at a starting point, thinking within the terms of the changing period (Senge, 1993: 275).

The result obtained from this study, along with our survey study, support this through the significant differences in the determination of the needs for organizational change, its planning, and assessment.

According to Kuzubaşoğlu (2008), it is seen that female teachers' perceptions on the change management and effective school according to the averages based on the gender parameter have higher levels. Female teachers have opinions on good levels for both dimensions. In our study, it was found that there is a significant difference in the gender parameter for the determination of the needs for organizational change, and female teachers have opinions on good levels. While this result supports the study by Kuzubaşoğlu (2008), it was found that male teachers have opinions on good levels about the assessment of the organizational change.

Individual will be ready for the future to the extent that they know what is waiting for them. Planned approach towards the change, especially participation of teachers in decision making during the planning process may be effective in breaking the possible resistance against the change. And it is important that new roles highlighted by the changes in education are realized by teachers and the assessment is performed very well to adapt to these roles. In our survey study, it is meaningful that it was found there is a significant difference in all parameters (gender, professional seniority and educational stages) in terms of the assessment of organizational change.

## References

- Akpınar, B. , Aydın, K. (2007). *Eğitimde Değişim ve Öğretmenlerin Değişim Algıları*, Eğitim ve Bilim Dergisi, cilt:32, Sayı:144.
- Çalık, T. (2003). *Eğitimde Değişim Yönetimi: Kavramsal Bir Çözümleme*, Gazi Üniversite, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, sayı:36, ss.556-557.
- Ereş, F. (2004). *Eğitim Yönetiminde Stratejik Planlama*, Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, sayı:15, s.21-29.
- Gizir, S. (2008). *Örgütsel Değişim Sürecinde Örgüt Kültürü ve Örgütsel Değişme*, Mersin Üniversitesi Eğitim Fakültesi Dergisi, 4, 2, 182 – 196.
- Kabakcı, H. (2008). *Eğitimde Yenileşme Çalışmaları ve Öğretmenlerin İlçe Milli Eğitim Müdürlüğü Çalışmalarındaki Yenileşme ve Yeterliliklerine Yönelik Algı ve Beklentileri*, Yüksek Lisans Tezi, Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Karasar N. (2002). *Bilimsel Araştırma Yöntemi*, Nobel Yayınları, Ankara.
- Karasar N.(2009). *Bilimsel Araştırma Yöntemi*, Nobel Yayınları, Ankara.
- Kurşunoğlu, A., Tanrıöğen, A. (2006). *İlköğretim Okulu Öğretmenlerinin Örgütsel Değişmeye İlişkin Tutumları*, Yüksek Lisans Tezi, Pamukkale Üniversitesi, Sosyal Bilimler Enstitüsü, Denizli.
- Kuzubaşoğlu, D. (2008). *“Genel Liselerde Çalışan Öğretmenlerin Değişim Yönetimi Faktörlerine İlişkin Algılarının Okul Etkililiği Açısından Değerlendirilmesi*, Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- MEB, Mevzuat. [http://mevzuat.meb.gov.tr/html/mebtsvegorevkhk\\_1/mebtesvegor\\_o.html](http://mevzuat.meb.gov.tr/html/mebtsvegorevkhk_1/mebtesvegor_o.html). 27.04.2014.
- MEB,Personel.Httl,://[www.mebpersonel.com](http://www.mebpersonel.com)/mevzuat/milli\_egitim\_temel\_kanunu\_1739\_14032014\_28941\_rg\_h129422.html. 27.04.2014.
- Menteşe, S. (2013). *İlköğretim Öğretmenlerinin Öğrenen Örgüte İlişkin Görüşleri*, International Journal of Social Science, 6, 3, 451-478.
- Özdemir, S. (2012). *Türk Eğitim Sistemi ve Okul Yönetimi*, Pegem Akademi, Ankara.

Özden, Y. (2005). *Eğitimde Yeni Değerler*, Pegem A Yayıncılık, Ankara.

Özmen, F., Sönmez, Y. (2007) *Değişim Sürecinde Eğitim Örgütlerinde Değişim Ajanlarının Rollerini*, Fırat Üniversitesi Sosyal Bilimler Dergisi, 17, 2, 177-198.

Özyılmaz, Ö. (2013). *Türk Milli Eğitim Sorunları ve Çözüm Arayışları*, Pegem Akademi, Ankara.

Senge, P. (1993). *Beşinci Disiplin*, Yapı Kredi Yayınları, Çev: Ayşegül İldeniz, İstanbul.

Şişman, M. (2013). *Türk eğitim Sistemi ve Okul Yönetimi*, Pegem Akademi, Ankara.

Tekin, N.G. (2012). *İlköğretim Okullarında görev Yapan Öğretmenlerin Örgütsel Değişime İlişkin Görüşleri*, Yüksek Lisans Tezi, Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü, Aydın.

Yamen, M. (2010). *Örgütsel Değişim ve Örgütsel Öğrenme Arasındaki İlişkilere Yönelik Bir Araştırma*, Yüksek Lisans Tezi, Gebze İleri teknoloji Enstitüsü, Kocaeli.